

UNIT OVERVIEW

Unit Length	Three weeks
Grade Level(s)/Subject(s)	11th grade / U.S. History and A.P.U.S.H.
Unit Overview	<p>Students will examine and analyze the common theme embedded throughout this unit: <i>The development of African American culture and identity linked back to enslaved Africans and important African Americans throughout history.</i></p> <p>Students will examine the contributions made by enslaved Africans to the financial wealth and success of the United States. Over this unit, students will read and analyze two excerpts from <i>The New York Times Magazine’s 1619 Project</i> article “The Idea of America” by Nikole Hannah-Jones, as well as several primary and secondary sources.</p> <p>Scope and sequence:</p> <p><u>Lesson 1: The American Idea</u> Students will...</p> <ul style="list-style-type: none"> → discover the contributions made by enslaved African Americans to the financial wealth and success of the United States. → analyze and examine the impact of the American democratic ideals of “Life, liberty, and the pursuit of happiness” and “All men are created equal” on African Americans. → read the <i>1619 Project</i> article “The Idea of America” excerpt by Nikole Hannah-Jones, background excerpts/readings, analyze a quote from the Declaration of Independence, and watch a video clip to answer guided questions. → write a three-paragraph essay using evidence to support their writing. <p><u>Lesson 2: Development of African American Culture and Identity</u> Students will...</p>

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	<ul style="list-style-type: none">→ examine the contributions made by Black culture in American history.→ examine how enslaved Africans contributed to the development of African American culture and identity by examining a variety of primary/secondary sources.→ analyze a new emergence of Black culture, identity, and pride during the 1960s and 1970s that helped cultivate and shape a phase in development for Black culture.→ complete a “See, Think, and Hear” project. <p><u>Lesson 3: The Great Migration and The Harlem Renaissance</u></p> <p>Students will...</p> <ul style="list-style-type: none">→ explore the Great Migration by African Americans moving from the South to the North and West in large numbers.→ analyze multiple sources and determine two reasons why African Americans left the South.→ explore the “Golden Age” of the African American cultural movement known as the Harlem Renaissance and the contributions made by many Black artists.→ research four new individuals and collect information creating a Harlem Renaissance Storyboard Project highlighting key contributors in the arts and culture of this “Golden Age.”
Objectives & Outcomes	<p>Students will be able to...</p> <ul style="list-style-type: none">→ analyze and explain the contributions made by enslaved African Americans to the financial wealth and success of the United States by examining primary and secondary sources.→ analyze and examine the impact of the American democratic ideals of “Life, liberty, and the pursuit of happiness” and “All men are created equal” on African Americans by examining primary and secondary sources.→ discover and analyze the impact that many important African Americans have made throughout history and present to help influence Black American culture and identity by examining a variety of primary and secondary sources.→ analyze and explain two reasons that African Americans left the rural South and moved north or west during the Great Migration by examining multiple sources.→ analyze and explain the contributions by African Americans to music, arts, writing, and culture during the “Golden Age” or Harlem Renaissance by examining multiple sources.
Standards	<u>New York State Social Studies Standards</u>

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Lesson 1: The American Idea

11.2b: Students will examine the purpose of, and the ideas contained in the Declaration of Independence and consider its long-term impacts.

11.4a: Students will investigate the ways individuals, groups, and government institutions limited the rights of African Americans.

12.G1 Foundations of American Democracy: The principles of American democracy are reflected in the Constitution and the Bill of Rights and in the organization and actions of federal, state, and local government entities. The interpretation and application of American democratic principles continue to evolve and be debated.

Lesson 2: Development of African American Culture and Identity

11.1b A number of factors influenced colonial economic development, social structures, and labor systems, causing variation by region.

11.10a After World War II, long-term demands for equality by African Americans led to the civil rights movement. The efforts of individuals, groups, and institutions helped to redefine African American civil rights, though numerous issues remain unresolved.

9.10 Interactions and Disruptions: Efforts to reach the Indies resulted in the encounter between the people of Western Europe, Africa, and the Americas. This encounter led to a devastating impact on populations in the Americas, the rise of the transatlantic slave trade, and the reorientation of trade networks.

Lesson 3: The Great Migration and The Harlem Renaissance

11.7b African Americans continued to struggle for social and economic equality while expanding their own thriving and unique culture. African American cultural achievements were increasingly integrated into national culture.

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Unit Resources	<p><u>Lesson 1: The American Idea</u></p> <p>Critical Analysis Document: The American Idea [.docx] - Student-facing document with resources and worksheets embedded; use digital copy or printouts.</p> <p>Critical Analysis Document: The American Idea [.pdf] - Student-facing document with resources and worksheets embedded; use digital copy or printouts.</p> <p>Texts: Excerpt from “The Idea of America” by Nikole Hannah-Jones from <i>The 1619 Project</i></p> <p>Text: “Development of the American Ideal” excerpt By: The History Channel</p> <p>Text: “The Next Fight for the American Ideal” Excerpt Black History Milestones By: The History Channel</p> <p>Video: James Baldwin Debates the ‘American Dream’ (3 minutes) By: James Baldwin</p> <p>Text: <i>1619 Project</i> Article Excerpt: “The Idea of America” By: Nikole Hannah Jones</p> <p>Text: <i>1619 Project</i> Full Article: “The Idea of America” By: Nikole Hannah-Jones</p> <p><u>Lesson 2: Development of African American Culture and Identity</u></p> <p>Critical Analysis Document: Culture and Identity [.docx] - Student-facing document with resources and worksheets embedded; use digital copy or printouts.</p> <p>Critical Analysis Document: The American Idea [.pdf] - Student-facing document with resources and worksheets embedded; use digital copy or printouts.</p>
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[See, Speak, and Hear Project Template \[.docx\]](#) - Student-facing document with assessment instructions and organizers.

[See, Speak, and Hear Project Template \[.pdf\]](#) - Student-facing document with assessment instructions and organizers.

Video: 2020 ICP Infinity Awards: [Nikole Hannah-Jones](#), (6:45-7:35) discusses *The 1619 Project* from *The New York Times Magazine*
By: MediaStorm

Text: *1619 Project* Full Article: [“The Idea of America”](#)
By: Nikole Hannah-Jones

Text: A Culture Being Created excerpt: [America's Cultural Roots Traced to Enslaved African Ancestors](#)
By: *National Geographic*

Text: Excerpt from [The Emergence of Black Culture and Identity in the 60s and 70s](#)
By: Smithsonian National Museum of African American History and Culture

Video: Documentary [“The Night James Brown Saved Boston”](#) (1:33 minutes)
By: David Leaf and Morgan Neville

Text: [Maya Angelou](#)
By: Biography

Video: Poem ["Still I Rise"](#) (1:25 minutes)
By: Maya Angelou

Photo: [See, Speak, and Hear](#)
By: Christopher Grant

Lesson 3: The Great Migration and The Harlem Renaissance

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[Critical Analysis Document: The Great Migration \[.docx\]](#) - Student-facing document with resources and worksheets embedded; use digital copy or printouts.

[Critical Analysis Document: The Great Migration \[.pdf\]](#) - Student-facing document with resources and worksheets embedded; use digital copy or printouts.

[Harlem Renaissance Storyboard Graphic Organizer \[.docx\]](#) Student-facing document with assessment instructions and organizers.

[Harlem Renaissance Storyboard Graphic Organizer \[.pdf\]](#) Student-facing document with assessment instructions and organizers.

Text: Excerpt [The Great Migration](#)
By: The History Channel

Video: [Clip from The Great Migration](#) (1:38 minutes)
By: The History Channel

Text: [Quote from W.E.B. Du Bois](#)
By: Amistad Digital Resource by Columbia University

Text: Excerpt from [The Warmth of Other Suns: The Epic Story of America's Great Migration](#)
By: Isabel Wilkerson

Video: American Experience, Season 15 ["The Great Migration: From Mississippi to Chicago"](#) (1:15 minutes)
By: PBS

Video: [Migrations: The Making of America](#) (0:39-3:33)
By: Carnegie Hall

Text: Excerpt from [The Great Migration](#)
By: The History Channel

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	<p>Text: Excerpt Harlem Renaissance By: The History Channel</p> <p>Text: Excerpt from “Louis Armstrong” By: Biography</p> <p>Text: Excerpt from “Bessie Smith” By: Biography</p> <p>Text: Excerpt from “Duke Ellington” By: Biography</p> <p>Video: Song “La vie en rose” 1950 (2:42 minutes) By: Louis Armstrong</p> <p>Video: Song “Downhearted Blues” 1923 (3:24 minutes) By: Bessie Smith</p> <p>Video: Song “It don't mean a thing” 1943 (2:45 minutes) By: Duke Ellington</p> <p>Text: Poem “The Negro Speaks of Rivers” By: Langston Hughes</p>
Performance Task(s)	<p><u>Lesson 1: Reflection Essay</u></p> <p>→ Paragraph 1:</p> <ul style="list-style-type: none">◆ Explain why African Americans are considered the true fighters for the American ideal of “life, liberty, and the pursuit of happiness.”◆ Use two pieces of text-based evidence to show how African Americans fight for freedom, equality, and democracy paved the way for other marginalized groups. <p>→ Paragraph 2:</p>

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	<ul style="list-style-type: none">◆ Explain your understanding of the contributions that enslaved Africans made to the overall success of the United States. <p>→ Paragraph 3:</p> <ul style="list-style-type: none">◆ Do you agree with the main idea represented in “The Idea of America”? Why or why not? <p><u>Lesson 2: See, Speak, Hear Project</u></p> <p>Students will use what they learned in this lesson, notes, and their prior knowledge to document in their See, Speak, and Hear Project. Students will respond in the chart about what they saw with their eyes (Pictures/Art/Videos), what they heard with their ears (Music/Videos), and what was spoken with their mouth (Readings/Poems/Music/Videos) about the creation and contributions made to African American culture and identity throughout history. Students will reflect on the lesson by selecting three topics from the Speak, Hear, and See chart that they believe has had the greatest impact on African American culture and identity.</p> <p><u>Lesson 3: Harlem Renaissance Storyboard Project</u></p> <p>Students will research four African Americans that shaped the “Golden Age” of Black culture known as the Harlem Renaissance. The students will research and find one person for each category. (Note: Students must select a person that they have not learned about.) Categories are: Singer/Musician, Writer, Artist, and Stage Performer.</p> <p>Students will be required to log their information on the Harlem Renaissance Storyboard Project Graphic Organizer. Teachers can set aside time for presentations at the end of class or the next day. Have students share their work with one another. Students are provided with several task questions to research and answer.</p>
Assessment/Evaluation	<p>Performance tasks serve as summative assessments for each lesson in this unit.</p> <p>Checks for understanding embedded throughout the lessons serve as formative assessments.</p>

UNIT PACING/DAILY LESSONS

Pacing	Focus text(s) / resource(s) for lesson	Lesson / Activities	Lesson Materials
<p><i>Lesson 1</i> The American Idea</p>			
<p>Lesson 1 Objectives and Essential Questions</p> <p>Objectives: Students will be able to:</p> <ul style="list-style-type: none"> → analyze and explain the contributions made by enslaved African Americans to the financial wealth and success of the United States by examining primary and secondary sources. → analyze and examine the impact of the American democratic ideals of “Life, liberty, and the pursuit of happiness” and “All men are created equal” on African Americans by examining primary and secondary sources. <p>Essential Questions:</p> <ul style="list-style-type: none"> → How did African Americans’ fight for equality support the idea of American democracy? → Is the American ideal of “All men are created equal” true today? → What were the contributions made by enslaved African Americans to the wealth and financial success of the United States? 			
Day 1	<p>Picture of an American flag</p> <p>Text: “Development of the American Ideal” excerpt By: The History Channel</p> <p>Text: “The Next Fight for the American Ideal” excerpted from Black History Milestones</p>	<p>1. Analyze: Independently, ask the students to analyze Picture A, then answer the Launch Questions. (Critical Analysis Document: The American Idea, p. 1)</p> <ul style="list-style-type: none"> → Describe what you see when you look at Picture A. → What are three words that represent the <i>symbolism</i> of the American flag? Explain why you chose those words and their connection. 	<p>Critical Analysis Document: The American Idea [.docx]</p> <p>Critical Analysis Document: The American Idea [.pdf]</p>

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	<p>By: The History Channel</p> <p>Video: James Baldwin Debates the 'American Dream' (3 minutes)</p> <p>By: James Baldwin</p> <p>NOTE: All resources are available in the Critical Analysis Document: The American Idea</p>	<p>2. Discuss: Launch picture of an American flag on the smartboard. As a whole class, have students share their answers to the questions in the LAUNCH.</p> <p>3. Read and Discuss: As a whole class, read and discuss the “Development of the American Ideal” excerpt (Critical Analysis Document, p. 2-3), then have the students answer the following questions. Students will be asked to share their answers.</p> <ul style="list-style-type: none">→ Who influenced Thomas Jefferson when writing the Declaration of Independence?→ Why is the Declaration of Independence an important document in American history and liberty?→ Why did Thomas Jefferson believe that “life, liberty and the pursuit of happiness” were <i>inalienable rights</i> (God-given rights to all men)? <p>4. Analyze and Discuss: a quote/excerpt from the Declaration of Independence (Critical Analysis Document, p. 4) As a teacher, make sure to break down the quote by defining and explaining the difficult words or concepts such as <i>inalienable rights</i>, <i>consent of the governed</i>, and <i>all men are created equal</i>. As a whole class, work to develop the main idea or GIST of the excerpt from the Declaration of Independence.</p> <p>Teacher example GIST or main idea:</p> <p><i>We believe that it is obvious that all men are created equal with God-given rights such as life, freedom, and the ability to own land and no man, king, or government can take from you. Governments should be created and ruled by the voice and decisions of the people who live there.</i></p>	
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		<p>5. Reflect and Discuss: Have the students independently answer the following questions and then have the student share out. (Critical Analysis Document, p. 4-5)</p> <ul style="list-style-type: none">→ What is the main idea from this passage of the Declaration of Independence?→ Highlight or circle all the words in the passage that you associate with the term <u>freedom</u> or <u>liberty</u>.<ul style="list-style-type: none">◆ During this time in 1776, who did these words apply to?◆ Who was purposely being left out and why?→ The phrase “All men are created equal” was used in the Declaration of Independence. What did Jefferson mean by that?→ Did our American forefathers really believe the democratic ideal that “All men are created equal,” or did they mean “Some men are created equal”? Explain your reasoning. <p>6. Read and Discuss: As a whole class, read and discuss the “The Next Fight for the American Ideal” excerpt (Critical Analysis Document, p. 6).</p> <p>Watch and Discuss: Watch a video clip by James Baldwin who was a famous writer, poet, and civil rights activist. The video clip captures Mr. Baldwin at Cambridge University Union in 1965, where he debates whether the “American dream” has been achieved at the expense of African Americans. Watch the full video clip (3 mins) as a class and then have the students pair up with their elbow partner to discuss the video and answer the guided questions (Critical Analysis Document, p. 6-7). Then come back as a whole group to share out.</p> <ul style="list-style-type: none">→ How did you feel after watching James Baldwin’s debate on the American Dream?	
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		<ul style="list-style-type: none">→ Who is the <i>audience</i> that James Baldwin is addressing in his speech?→ What is the <i>purpose</i> or goal Baldwin is trying to achieve?→ What emotion is he trying to evoke in his audience?→ Who does Baldwin suggest <u>has been denied the American Dream</u> and why?→ This speech was given in 1965. Based on what you heard, how do you think African Americans felt about the American ideal of “life, liberty and the pursuit of happiness” at this time? <p>Exit Ticket: What are two takeaways from today's lesson?</p>	
Day 2	<p>Text: Excerpt from the <i>1619 Project</i> article “The Idea of America” By: Nikole Hannah-Jones</p>	<p>1. Discuss: Ask students the following discussion questions. Have students share their answers and opinions. (Critical Analysis Document, p. 8).</p> <ul style="list-style-type: none">→ What is your idea of America?→ What do you think when you hear the title “The Idea of America?” <p>2. Read and Analyze: In partners, have the students read the excerpt from the <i>1619 Project</i> article “The Idea of America” by Nikole Hannah-Jones.</p> <p>Together, the students will read and discuss each paragraph of the text, and after each paragraph the students will come up with the main idea or GIST the author was presenting (Critical Analysis Document, p. 8-12). The teacher will walk around from group to group while they complete the task and assist students. (Note: If extra time, have the students rotate to another partner or keep as a whole class. Have</p>	<p>Critical Analysis Document: The American Idea [.docx]</p> <p>Critical Analysis Document: The American Idea [.pdf]</p>

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		students share their main ideas for each paragraph and have a discussion about their answers.) Exit Ticket: Did your initial idea of America change after reading this article from <i>The 1619 Project</i> ?	
Day 3	Text: Excerpt from the <i>1619 Project</i> article " The Idea of America " By: Nikole Hannah-Jones	1. Discussion: After putting students in pre-selected groups of 3-4 students, ask the following essential question: → What were the contributions made by enslaved African Americans to the wealth and financial success of the United States? 2. Text Analysis: Teacher will go over the directions. Students will work together to discuss and answer the nine questions about the excerpt from " The Idea of America " (Critical Analysis Document, p. 13-16). They have the class period to complete the questions. The teacher will walk around from group to group and assist students while they complete the task. (Note: If students don't finish, they will need to complete it for homework. If there is extra time, have the students rotate to a new group and share their answers they completed with their group and have a discussion.) 3. Discussion: Ask the students the following essential question: → How did African Americans' fight for equality support the idea of American democracy?	Critical Analysis Document: The American Idea [.docx] Critical Analysis Document: The American Idea [.pdf]
Days 4-5	All resources explored in this lesson	1. Assessment Introduction: Teacher will go over the directions and prompts for the Reflection Essay (Critical Analysis Document, p. 17) and the Essay Graphic Organizer	Critical Analysis Document: The American Idea [.docx]

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		<p>(p. 18). Students will use the Essay Graphic Organizer to collect information for each of the prompts. Students must use evidence to support their writing.</p> <p>Reflection Essay: Students will be given 2 class periods to complete the Essay Graphic Organizer (Critical Analysis Document, p. 18) and Reflection Essay (p. 19-23). If they need additional time, they will need to complete it for homework.</p>	<p>Critical Analysis Document: The American Idea [.pdf]</p>
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Pacing	Focus text(s) / resource(s) for lesson	Lesson / Activities	Lesson Materials
<i>Lesson 2</i> Culture and Identity			
Lesson 2 Objectives and Essential Questions			
<p>Objectives: Students will be able to:</p> <ul style="list-style-type: none"> → analyze and explain the contributions of enslaved Africans to the development of African American culture and identity by examining a variety of primary and secondary sources. → discover and analyze the impact that many important African Americans have made throughout history and the present and their influence on Black American culture and identity by examining a variety of primary and secondary sources. <p>Essential Questions:</p> <ul style="list-style-type: none"> → What contributions did enslaved people make in developing and shaping African American culture and identity? → How did the emergence of Black culture in the 1960s and 1970s help to develop African American pride and identity? 			
Day 1	<p>Video: 2020 ICP Infinity Awards: Nikole Hannah-Jones discusses <i>The 1619 Project</i> from <i>The New York Times Magazine</i> (students watch a 50-second clip, 6:45-7:35) By: MediaStorm</p> <p>Text: Excerpt from the <i>1619 Project</i> article "The Idea of America" By: Nikole Hannah-Jones for <i>The New York Times Magazine</i></p> <p>NOTE: All resources are available in the</p>	<p>1. Watch and Discuss: Watch a 50-second video clip (6:45-7:35) in which Nikole Hannah-Jones talks about <i>The 1619 Project</i> from the <i>New York Times Magazine</i>. Have students answer the guided questions (Critical Analysis Document, p. . Then ask for students to share their answers.</p> <ul style="list-style-type: none"> → What does Nikole Hannah-Jones say was created because of Black culture? → What does she say is one of Black culture's biggest contributions? → Can you think of anything else Black culture has contributed she did not mention? <p>2. Read and Analyze: As a whole class, read the excerpt</p>	<p>Critical Analysis Document: Culture and Identity [.docx]</p> <p>Critical Analysis Document: Culture and Identity [.pdf]</p>

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	<p>Critical Analysis Document: Culture and Identity</p>	<p>from the <i>1619 Project</i> article “The Idea of America” by Nikole Hannah-Jones (Critical Analysis Document, p. 2-3). Students will highlight important information during the first read.</p> <p>For the second read, have the students read and work with their elbow partners. Together, the students will read and answer the guiding questions (Critical Analysis Document, p. 2-3). The teacher will walk around from group to group while they complete the task and assist students. (Note: If extra time, have the students rotate to another partner or keep as a whole class. Have students share and discuss their answers.)</p> <p>3. Exit Ticket: What do you think is the most important impact enslaved Africans influenced African American culture and identity? (Critical Analysis Document, p. 3.)</p>	
<p>Day 2</p>	<p>Text: A Culture Being Created excerpt: America's Cultural Roots Traced to Enslaved African Ancestors By: <i>National Geographic</i></p> <p>Text: Excerpt from The Emergence of Black Culture and Identity in the 60s and 70s By: Smithsonian National Museum of African American History and Culture</p> <p>Video: Documentary “The Night James Brown Saved Boston” (1:33 minutes) By: David Leaf and Morgan Neville</p>	<p>1. Discussion: Ask the students the following discussion questions. Have students share their answers and opinions. (Critical Analysis Document, p. 4)</p> <p>→ What are two ways in which enslaved people impacted the development of African American identity and culture in the United States?</p> <p>2. Read and Analyze: Students will read the text excerpt “A Culture Being Created” (Critical Analysis Document, p. 4-5) as a whole class. The teacher will stop for discussion and clarification when needed. Make sure to point out each of the pictures and open the classroom for discussion so students can fully comprehend and process what they are seeing and hearing.</p>	<p>Critical Analysis Document: Culture and Identity [.docx]</p> <p>Critical Analysis Document: Culture and Identity [.pdf]</p>

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	<p>Text: Maya Angelou By: Biography</p> <p>Video: Poem "Still I Rise" (1:25 minutes) By: Maya Angelou</p> <p>NOTE: All resources are available in the Critical Analysis Document: Culture and Identity</p>	<p>3. Application: Have the students independently answer the guiding question (Critical Analysis Document, p. 6), then ask students to share their answers.</p> <ul style="list-style-type: none">→ Explain <u>three</u> examples of how enslaved people contributed to African American identity and culture. <p>4. Analyze and Discuss: Students analyze and examine primary source documents from the Smithsonian National Museum of African American History and Culture (NMAAHC) on Muhammad Ali and Elizabeth Catlett to answer guiding questions (Critical Analysis Document, p. 7). Students will be asked to share their responses.</p> <ul style="list-style-type: none">→ How did Muhammad Ali contribute to African American identity and culture?→ How did artists like Elizabeth Catlett contribute to African American identity and culture? <p>5. Listen and Respond: Teacher displays a video clip from the documentary The Night James Brown Saved Boston (start at 1:33) As a class, answer the guiding questions (Critical Analysis Document, p. 8).</p> <ul style="list-style-type: none">→ What is the message in the song “Say It Loud?”→ How did James Brown contribute to African American identity and culture? <p>6. Analyze and Discuss: Students examine primary source documents from the NMAAHC. Students analyze a quote by journalist Tony Brown and a still from the television show “Soul Train.” Students will be asked to answer a guiding question (Critical Analysis Document, p. 9).</p> <ul style="list-style-type: none">→ What impact did mainstream television have on the emergence of Black culture and identity?	
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		<p>7. Listen and Respond: Teacher plays a video of Maya Angelou reciting the poem "Still I Rise" (start at 1:25). Students listen and watch, then answer three guiding questions (Critical Analysis Document, p. 10).</p> <ul style="list-style-type: none">→ As you listen to the poem, write down five words that stand out.→ What do you think is the main idea of the poem?→ How did Maya Angelou contribute to African American identity and culture? <p>8. Application: The teacher leads the students into the next independent activity where they use the information they have learned from this lesson, notes, and prior knowledge to complete the following task. (Critical Analysis Document, p. 10-11): Students select three African Americans who they believe have had the greatest impact on African American culture and identity, and explain why.</p> <p>9. Discussion: After the task has been completed, students will then get into teacher selected groups or pairs (elbow partner) to share out their three chosen African Americans and rationale. The students will also share out their #1 choice. Together, the students (in groups or pairs) will decide on only one African American they believe has contributed the most to African American culture and identity and why.</p> <p>10. Exit Ticket: (Critical Analysis Document, p. 11)</p> <ul style="list-style-type: none">→ As a group, select only one African American who you believe had the <u>greatest impact</u> on African American Culture and identity. Explain why.→ Individually respond: Do you agree with your group's choice? If not, who would you have chosen and why?	

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<p>Days 3-5</p>	<p>All resources explored in this lesson</p>	<p>1. Brainstorm: Teacher displays the two questions from the day 2 exit ticket on the whiteboard and asks students to refresh their memories about their answers and prepare to share.</p> <p>2. Discussion: The teacher brings the class back together as a whole group and asks groups/partners to share out who they chose and their rationale. Next, the teacher asks students to share out whether they agreed or disagreed with that choice, and to explain their rationale.</p> <p>Ask the students to share other African Americans not mentioned and explain their contributions to Black culture and identity in America.</p> <p>3. Introducing the Assessment: Teacher goes over the See, Speak, Hear Project directions by displaying the See, Speak, Hear Project Template. Teachers should print out the template or upload it to a digital platform such as Schoology or Google Classroom. If the template is uploaded digitally, the student can replace the pictures of the man covering his mouth, ears, and eyes with their own pictures doing the same motion.</p> <p>Application: The teacher scaffolds (“I do, we do, you do” model). Teacher will have the template on display using the whiteboard and complete one example for each category. First the teacher will select a category and write an answer for Hear. Example: <i>I heard James Brown singing “I’m Black and I’m Proud.” His words uplift the Black community and fill them with Pride in African American culture and identity and not be ashamed of their skin color. “Black is Beautiful.”</i></p> <p>Next, the students as a whole class help with “I saw. . .”</p>	<p>Critical Analysis Document: Culture and Identity [.docx]</p> <p>Critical Analysis Document: Culture and Identity [.pdf]</p> <p>See, Speak, Hear Project Template [.docx]</p> <p>See, Speak, Hear Project Template [.pdf]</p>
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African American Cultural Achievements and Identity

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		<p>Independently, the students complete “I can say. . .” Then come back together as a whole class and ask the students to share their answers.</p> <p>Application: Students complete the See, Speak, Hear Project independently while the teacher circulates around the room helping students.</p> <p>Presentation: If there is time at the end of class, some students can share their projects with the whole class. This is left up to the teacher to decide if or how they want students to present their projects to the class. Another possible idea is to create a #hashtag on Instagram, where the students can upload a picture of their project to share. Time has not been factored into this lesson for that. This portion will be up to the teacher.</p>	
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Pacing	Focus text(s) / resource(s) for lesson	Lesson / Activities	Lesson Materials
<p><i>Lesson 3</i> The Great Migration and the Harlem Renaissance</p>			
<p>Lesson 3 Objectives and Essential Questions</p> <p>Objectives: Students will be able to:</p> <ul style="list-style-type: none"> → analyze and explain two reasons that African Americans left the rural South and moved north or west during the Great Migration by examining multiple sources. → analyze and explain the contributions by African Americans to music, arts, writing, and culture during the “Golden Age” or Harlem Renaissance by examining multiple sources. <p>Essential Questions:</p> <ul style="list-style-type: none"> → How did the Great Migration impact the Harlem Renaissance? → Why is the Harlem Renaissance considered the “Golden Age” of African American cultural achievements? → Why did African Americans leave the South during the Great Migration? 			
Day 1	<p>Text: Excerpt from The Great Migration By: The History Channel</p> <p>Text and Video: Excerpt and video clip from The Great Migration (1:38 minutes) By: The History Channel</p> <p>Text: W.E.B. Du Bois quote By: Amistad Digital Resource by Columbia University</p>	<p>1. Read and Discuss: Independently have students read the passage titled “Great Migration” and answer Launch Questions 1 & 2 (Critical Analysis Document, p. 1) Next, open the class up for students to share their answers.</p> <ul style="list-style-type: none"> → When did the <i>Great Migration</i> occur? → Why did so many African Americans leave their homes in the rural South and go to cities in the North, Midwest, and the Western parts of the United States? <p>2. Watch and Discuss: Teacher displays a video clip (1:38 minutes) about the Great Migration, or students can watch the video independently. As students are watching, they answer the</p>	<p>Critical Analysis Document: The Great Migration [.docx]</p> <p>Critical Analysis Document: The Great Migration [.pdf]</p>

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	<p>Text: Excerpt from The Warmth of Other Suns: The Epic story of America’s Great Migration” By: Isabel Wilkerson</p> <p>Video: Clip from <i>American Experience</i> Season 15 The Great Migration: From Mississippi to Chicago (1L15 minutes) By: PBS</p> <p>Video: Clip from Migrations: The Making of America (0:39-3:33) By: Carnegie Hall</p> <p>NOTE: All resources are available in the Critical Analysis Document: The Great Migration</p>	<p>time-stamped questions (Critical Analysis Document, p. 1-2). When students have completed the task, have them turn to their elbow partner and discuss their answers. Then come back as a whole class and have students share with the whole class.</p> <ul style="list-style-type: none">→ In what years did the first wave of the Great Migration occur? (0:22)→ In what years did the second wave of the Great Migration occur? (0:25)→ What cultural effects did the first wave of the Great Migration bring? (0:43)→ What compelled many African Americans to leave their homes? (0:51)→ What important movement happened in the United States because of the Great Migration? (1:14) <p>3. Analyze: As a whole class, analyze the quote by <i>W.E.B. Du Bois</i> from 1917 as he observed at least one quarter of a million African Americans had migrated to the North since 1910. (Critical Analysis Document, p. 2). Students will be asked to answer the guiding question and then share their opinions and answers through a class discussion.</p> <ul style="list-style-type: none">→ What do you think W.E.B. Du Bois is saying about the effects that African Americans are making because of this migration north or west? <p>4. Read and Analyze: As a whole class, read an excerpt from Pulitzer Prize-winning author Isabel Wilkerson book <i>The Warmth of Other Suns: The Epic Story of America’s Great Migration</i>. (Critical Analysis Document, p. 2-3). The book chronicles the decades-long migration of Black citizens who fled the South for northern and western cities in search of a better life. In partners, have them work together to answer the guiding questions (Critical Analysis Document, p. 3-4). Once completed, come back together and have a class discussion</p>	
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		<p>using the questions.</p> <ul style="list-style-type: none">→ Why do you think Ida Mae and her family are leaving Mississippi and migrating North?→ What emotion does Ida Mae feel about the journey ahead? Use one piece of text-based evidence to support your answer.→ Why do you think Ida Mae let James go without shoes?→ Why do you think Ida Mae didn't want anyone to know they were leaving?→ Imagine leaving all your family and moving to an unfamiliar place you have never been. Describe how that would make you feel. (<i>Remember, there's no facetime, social media, or modern technology to keep you connected to your family. Communication meant writing letters and an occasional phone call if you could afford it.</i>) <p>5. Watch and Discuss: Teacher displays this video clip (1:15 minutes) from the PBS series <i>American Experience</i> about the Great Migration. Teacher asks the guiding question and asks students to share (Critical Analysis Document, p. 4).</p> <ul style="list-style-type: none">→ Why did so many African American migrate from the South to Chicago? <p>6. Watch and Discuss: Teacher displays this video clip (0:39-3:33) to show the Great Migration's impact on African American musical expression and creation of new genres. Teacher asks the guiding question and asks students to share (Critical Analysis Document, p. 4).</p> <ul style="list-style-type: none">→ What types of musical genres did African Americans bring North during the Great Migration? <p>Exit Ticket: What are <i>two</i> reasons African Americans left the rural South during the Great Migration?</p>	
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<p>Day 2</p>	<p>Text: Excerpt from The Great Migration By: The History Channel</p> <p>Text: Excerpt Harlem Renaissance By: The History Channel</p> <p>Text: Excerpt from “Louis Armstrong” By: Biography</p> <p>Text: Excerpt from “Bessie Smith” By: Biography</p> <p>Text: Excerpt from “Duke Ellington” By: Biography</p> <p>Video: Song “La vie en rose” 1950 (2:42 minutes) By: Louis Armstrong</p> <p>Video: Song “Downhearted Blues” 1923 (3:24 minutes) By: Bessie Smith</p> <p>Video: Song “It don't mean a thing” 1943 (2:45 minutes) By: Duke Ellington</p> <p>Text: Poem “The Negro Speaks of Rivers” By: Langston Hughes</p> <p>NOTE: All resources are available in the</p>	<p>1. Analyze and Discuss: Independently have students analyze Picture A (Map showing the migration patterns by African Americans during the Great Migration) to answer Launch Questions 1 & 2 (Critical Analysis Document, p. 5). Teacher displays Picture A on the whiteboard. Next, open the class up for discussion.</p> <ul style="list-style-type: none">→ Describe what you see in Picture A.→ In what direction(s) is the migration happening? What evidence from the Map supports your answer? <p>2. Read and Discuss: As a whole class read the excerpt “The Great Migration’s Effect on the African American Cultural Experience” and open a class discussion (Critical Analysis Document, p. 5). The teacher will display the excerpt.</p> <ul style="list-style-type: none">→ What were the effects of the Great Migration?→ What was the <i>Harlem Renaissance</i>?→ Why was the <i>Harlem Renaissance</i> important to African American culture and identity? <p>3. Watch and Discuss: The teacher introduces the <i>Five Harlem Renaissance</i> artists, and students explore the associated resources as follows (Critical Analysis Document, p. 6-7):</p> <ul style="list-style-type: none">→ Louis Armstrong: A jazz trumpeter, bandleader, and singer who influenced countless musicians with both his daring trumpet style and unique vocals. Play the video clip of his famous song “La vie en rose” from 1950 (2:42 minutes) and ask students to describe what they hear.→ Bessie Smith: As a Jazz and blues singer, Smith was a powerful vocalist with a soulful voice that won her	<p>Critical Analysis Document: The Great Migration [.docx]</p> <p>Critical Analysis Document: The Great Migration [.pdf]</p>
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	<p>Critical Analysis Document: The Great Migration</p>	<p>countless fans and earned her the title "Empress of the Blues." Play the video clip of her famous song "Downhearted Blues" from 1923 (3:25 minutes) and ask students to describe what they hear.</p> <p>→ Duke Ellington: An originator of big-band jazz, Ellington was a composer, pianist, and bandleader who composed thousands of scores over his 50-year career. Play the video clip of his famous song "It don't mean a thing" from 1943 (2:45 minutes) and ask students to describe what they hear.</p> <p>→ Langston Hughes: As a whole class, read Hughes' famous poem "The Negro Speaks of Rivers." Display the poem on the whiteboard. Open the class for discussion by asking, What is the message that Hughes is trying to convey?</p> <p>◆ Poem Summary: Langston Hughes links himself to his ancestors, firmly placing them in important historical, religious, and cultural sites all over the world. Langston Hughes makes a definitive connection between people of his race and the rest of human civilization. In the early 20th Century, white Americans often viewed their darker-skinned counterparts as less than human, and here, Hughes offers concrete proof of historical equality. He is the voice for all African Americans, as he traces their lineage to the cradles of civilization.</p> <p>→ Norman Lewis: Lewis was attuned to the importance of jazz and blues music, especially growing up in Harlem during the heyday of the Harlem Renaissance. Only 19 when he created this print, the work shows a</p>	
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		<p>modern, abstract quality while capturing visually the sense of music produced by this <i>quartet</i> of musicians, who seem to bob in the space of the picture, emulating the rhythm of the music. The teacher displays the picture and asks students to describe what they see.</p> <p>4. Exit Ticket: (Critical Analysis Document, p. 7) → Select <i>three</i> of the individuals you learned about today and describe their impact during the <i>Harlem Renaissance</i>.</p>	
<p>Days 3-5</p>	<p>All resources explored in this lesson</p>	<p>1. Discussion: Teacher asks the students to share out: → What was the <i>Harlem Renaissance</i>? → Name one influential artist, musician, writer, or performer who lived and created during the <i>Harlem Renaissance</i>.</p> <p>2. Application: Teacher goes over the directions for the Harlem Renaissance Storyboard Project. Students will research <i>four</i> African Americans who shaped the “Golden Age” of Black culture known as the <i>Harlem Renaissance</i>. Students will research and find one person for each category. (Note: must select a person that we have not learned about in class.) Categories are: → Singer/Musician → Writer → Artist → Stage performer Students will be required to log their information on the Harlem Renaissance Storyboard Project Graphic Organizer.</p> <p>3. Presentation: Teachers can set aside time for presentations at the end of class or next day. Have students</p>	<p>Critical Analysis Document: The Great Migration [.docx]</p> <p>Critical Analysis Document: The Great Migration [.pdf]</p> <p>Harlem Renaissance Storyboard Project Graphic Organizer [.docx]</p> <p>Harlem Renaissance Storyboard Project Graphic Organizer [.pdf]</p>

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		<p>share their work with one another. The task questions to research and answer are:</p> <ul style="list-style-type: none">→ Name→ Major Contributions→ Picture (can be drawn if on hard copy and uploaded if digital)→ What modern artist could you compare them to today and why?→ Describe them using three words.→ What made you select this artist?	
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